DOCUMENT RESUME

ED 122 998 RC 009 184

TITLE Oklahoma Indian Education Needs Assessment. Volume I: Summary, Conclusions, and Recommendations.
INSTITUTION Oklahoma State Univ., Stillwater. Coll. of Education.
PUB DATE Mar 76
CONTRACT BIA-K01C14200605
NOTE 81p.; One of a 4-volume series that includes RC 009 184-187

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Academic Achievement; *American Indians; *Delivery Systems; Economic Factors; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Higher Education; *Needs Assessment; *Program; Social Development; Surveys; Synthesis; Vocational Education
IDENTIFIERS BIA; Bureau of Indian Affairs; *Oklahoma Indian Education Needs Assessment Project

ABSTRACT

As the first in a four-volume series on the Oklahoma Indian Education Needs Assessment Project, this report presents: an overview of the entire project; a summary of the perceptions and current status of Oklahoma Indian education; and conclusions and recommendations. Survey instruments are identified as the Educational Goals and Needs Survey and the Individual School District Questionnaire (educational programs). The current educational status is identified in terms of: the common school system; the BIA school system; vocational-technical education; higher education; other statewide activities in education; academic achievement; social/emotional development; economic conditions. Among the major recommendations presented are the need for: increases in higher and adult education assistance and funding; development of a massive awareness campaign relative to Indian education; development of statewide teacher training institutes for Indian education awareness and culture; active recruitment of Indian professionals; development of continuing education programs in agri-business, home maintenance/operation, land development, and management training; evaluations of Indian education programs to include Indian input; comprehensive evaluation of BIA schools; use of construction funds to remodel existing facilities a la the community education center concept. (JC)

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INDIAN EDUCATION NEEDS ASSESSMENT PROJECT

Volume I

Summary, Conclusions, and Recommendations

College of Education
Oklahoma State University
March, 1976

The research data presented herein was gathered under Bureau of Indian Affairs Contract Number K01C14200605. Conclusions, recommendations or opinions stated in this report represent the professional judgment of the project staff and do not necessarily reflect the official opinions or policy of the Bureau of Indian Affairs or Oklahoma State University.

COVER

The cover illustration represents the emblem in the center of the Oklahoma State Flag, which is an Osage Warrior's buckskin shield, decorated with pendant eagle feathers. Across the face of the shield runs the red man's calumet, or pipe of peace symbol, and the olive branch. The shield implies defensive or protective warfare. The small crosses on the shield are the Indian's graphic sign for stars which indicate lofty ideals or a purpose for high endeavor. The important symbols, however, are the calumet and the olive branch. These override the shield, the symbol of war, and represent a predominate love of peace by a united people and the union of the Indian Territory and Oklahoma Territory into the one great State of Oklahoma.

NOTE ON THE ARRANGEMENT OF THIS REPORT

VOLUME I

Volume I presents an overview of the entire project, a summary of the perceptions and current status of Oklahoma Indian education, and conclusions and recommendations for further consideration. Volume II reports the development and results of the needs assessment phase. Volume III presents a detailed description of the current status of Indian education in such areas as common schools, vocational-technical education, Bureau of Indian Affairs schools, higher education, other statewide activities, academic achievement, social-emotional development, and economic development. All appendixes are collected in Volume IV.

In the interest of readability and clarity, tables that are alluded to in the text have been placed at the end of this volume beginning on page 51.

ACKNOWLEDGMENTS

The Oklahoma Indian Education Needs Assessment Project was conducted by the College of Education, Office of Research and Projects, Oklahoma State University for the Bureau of Indian Affairs Office of Education Programs, Indian Education Resources Center.

The purposes of the project were:

1. to identify the educational needs of Indian students as they exist in Oklahoma;
2. to identify and describe the educational program open to Indian children in Oklahoma in public, private, and BIA schools at the preschool, primary, intermediate, and secondary levels of instruction and the programs of higher education and vocational-technical education. Descriptions were to include fiscal and demographic data for school year 1974-75 (Federal Fiscal Year 1975);
3. to identify and describe federal educational programs available to Oklahoma Indian children and the extent to which they participate and/or the extent to which these programs are being made available by the public schools for Indian students. Descriptions were to include fiscal and demographic data for the 1974-75 school year (Federal Fiscal Year 1975); and
4. to present conclusions and recommendations relative to the current projected educational needs of Oklahoma Indian children so that the extent of federal, state, and private responsibility for their education can be determined.

Data for the project came from many sources. These included a review of recent literature and research; an analysis of bulletins, reports, and documents; and other publications made available through the Muskogee and Anadarko Area Offices of the Bureau of Indian Affairs (BIA), the Oklahoma State Department of Education (SDE), the Oklahoma State Department of Vocational-Technical Education, the Office of Indian Education, U. S. Office of Education Department of Health, Education, and Welfare (DHEW), and the Oklahoma State Regents for Higher Education. These data were also derived from interviews and conferences with Indian tribal leaders; Indian grassroots citizens; Indian Education Advisory Committee members in public school districts; teachers, administrators, and students in both public and BIA schools; and others concerned with the status of Indian education in Oklahoma. Additional data were also gathered from an analysis of responses to original instrumentation as well as from the project advisory panel and from consultants. These data were used to develop guidelines, suggestions, conclusions, and recommendations.

The text of the report is concerned with the description of the project; its methodology, findings, and interpretations; and some suggested recommendations for Indian education in the state of Oklahoma. Some suggestions for further research are also included. It is hoped that persons concerned with continued improvement of Indian education in Oklahoma and elsewhere find this study helpful.

This project would not have been possible without the cooperation of many persons. Thanks are extended to the literally hundreds of Indian Tribal Leaders, Indian citizens, teachers, administrators, and students who have contributed to it. Appreciation is also given to State

Department of Education and BIA officials throughout the state who encouraged this project by permitting access to files and by providing necessary information. Special thanks are given to the project advisory committee, listed below, who provided valuable assistance in the guidance, development, and consummation of the study.

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Recognition and sincere thanks are offered to the project staff: Mr. Reynolds French, Associate Director (Delaware); Mrs. Emma Hansen, Associate Director (Pawnee); Mr. Ken Karty, Field Investigator (Kiowa); and Mr. Jim Farrell, Research Associate; and to the secretarial team, particularly to Mrs. Jennita Brown and Mrs. Bobbie Brown. The success of this project depended greatly on their devoted and dedicated efforts and skills.

Appreciation is also expressed to Dr. Donald W. Robinson, Dean of the College of Education, Oklahoma State University and Dr. Donald Brown, Project Consultant and Assistant Professor of Sociology, who each made incisive and timely comments and input to the development

and implementation of the research methodology and formulation of the output of the final report of the project.

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March, 1976

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CHAPTER I

OVERVIEW OF THE OKLAHOMA INDIAN EDUCATION NEEDS ASSESSMENT PROJECT

Introduction

On February 3, 1975, the College of Education, Oklahoma State University (OSU), signed a contract with the Bureau of Indian Affairs (BIA) to "conduct a comprehensive educational needs assessment for American Indians in the state of Oklahoma." The basic purpose of the assessment was to assist the BIA in providing a "full and complete assessment of the current and projected Indian educational needs in Oklahoma including public and federal schools." The present study referred to as the Indian Education Needs Assessment Project (IENAP), came about as a result of the issuance of a request for proposals (#ASC-K01-75-5134) relating to Congressional hearings and appropriations for the Department of Interior, Bureau of Indian Affairs.

Objectives

The objectives of the IENAP as outlined in the project work statement were:

1. to identify the educational needs of Indian students as they exist in Oklahoma;
2. to identify and describe educational programs open to Indian children in public, private, and BIA schools at the pre-school, primary, intermediate, and secondary levels of instruction

and the programs of higher education and vocational-technical education. These descriptions were to include fiscal and demographic data for the school year 1974-75 (Federal Fiscal Year 1975);

3. to identify and describe educational programs available to Oklahoma Indian children and the extent to which they participate and/or to what extent these programs are being made available to public schools for Indian students. Descriptions were to include fiscal and demographic data for the school year 1974-75 (Federal Fiscal Year 1975); and
4. to present conclusions and recommendations relative to current and projected educational needs of Oklahoma Indian children so that the extent of federal, state, and private responsibility for their education can be determined.

The scope of work pursuant to this project was developed jointly by representatives of the Oklahoma State Department of Education and the Muskogee and Anadarko Area Offices of the Bureau of Indian Affairs. This jointly developed work statement was then submitted for public review and response and, as previously mentioned, OSU was selected as the prime contractor and thus signed a contract on February 3, 1975 to carry out the work requirements of the request for proposal which was duly incorporated as a part of the contract.

Definitions of Terms

The following definitions applied in the structuring of the needs assessment design developed to fulfill the work requirement of this contract study.

Population: American Indian children, youth, and adults of one-quarter or more Indian blood who were recognized by the BIA and who were citizens of the state of Oklahoma defined the population, in the main, that were included in this needs assessment study.

Educational Programs: All public, private, and federally funded education activities available to the Indian population of Oklahoma at the pre-school, elementary, secondary, and post-secondary levels were included in this needs assessment study for review.

Educational Needs: Educational need was defined as the discrepancy among accepted BIA and Oklahoma State Department of Education standards, the perceived needs of a scientifically selected and randomly sampled sector of the population of the state, and the existing situation (status indicators as determined by the needs assessment).

Educational Standards: For the purpose of this project, educational standards included the following basic components: (1) mission requirements, laws, rules, regulations, guidelines, policies, functions, and superordinate goals already in effect for existing educational activities sponsored by the BIA; the common school system of the state; and other systems of private and public education programs for Indians in Oklahoma, and (2) needs expressions which will consist of perceived needs of various Indian publics of the grassroots and public education levels.

Status Indicators: Indication of the actual status of Indian education in Oklahoma was made with regard to the population previously defined. Education needs areas were gathered as a part of the identification and description of available and existing Indian education programs.

Educational Needs Areas: The following categories were defined to be included in the needs assessment as delineated in this project.

1. Learner Needs
   a. Affective/Social-Emotional Needs
   b. Academic/Cognitive Needs
   c. Vocational and Avocational Needs
2. Program Area Needs
   a. Curriculum
   b. Facilities
   c. Holding Power
   d. Economic Inputs, Constraints, and Conditions
3. Educational Opportunities
   a. Pre-school
   b. Elementary
   c. Secondary (including vocational-technical)
   d. Post-Secondary
   e. Higher Education
   f. Adult Education
   g. Vocational-Technical Education

Advisory Committee: The project was enhanced by the overall guidance and advice of an advisory council of Indian citizens residing in the state of Oklahoma. The committee was reflective of a statewide balance of Indian people with three representatives each appointed by the Oklahoma State Department of Education, the Muskogee Area BIA Office, and the Anadarko Area BIA Office for a total of nine members on the project Advisory Committee.

Overview of How the Project Was Conducted

Figure 1 on the succeeding page indicates the general needs assessment model which was utilized to conduct this project. From this model it can be seen that the project was accomplished in five phases.

Phase I: Acquisition of staff, selection of the advisory council, planning of the assessment, and generating support.

Phase II: Delineating the mission requirements governing Indian education in Oklahoma including laws, rules, regulations, guidelines, policies, functions, superordinate goals through an extensive review of available documentation and literature.

Phase III: Development of the needs expression aspects of the project through the identification of relevant publics, design of instrumentation, administration of instruments and analysis of the results.

Phase IV: Production of the evidence of status through research and evaluation information, extant data, and project survey data.

Phase V: Generation of specific needs and priorities relating to this final report complete with a summary, conclusions and recommendations.

Phases I - V were accomplished in six steps.

1. A nine member Advisory Council was appointed by each of the three offices previously mentioned to give input and oral guidance to the project. The names of the persons on this panel are listed in the acknowledgments to this report.
2. A review of pertinent literature and research in areas of Indian education relevant to this study and to the state of Oklahoma was conducted.

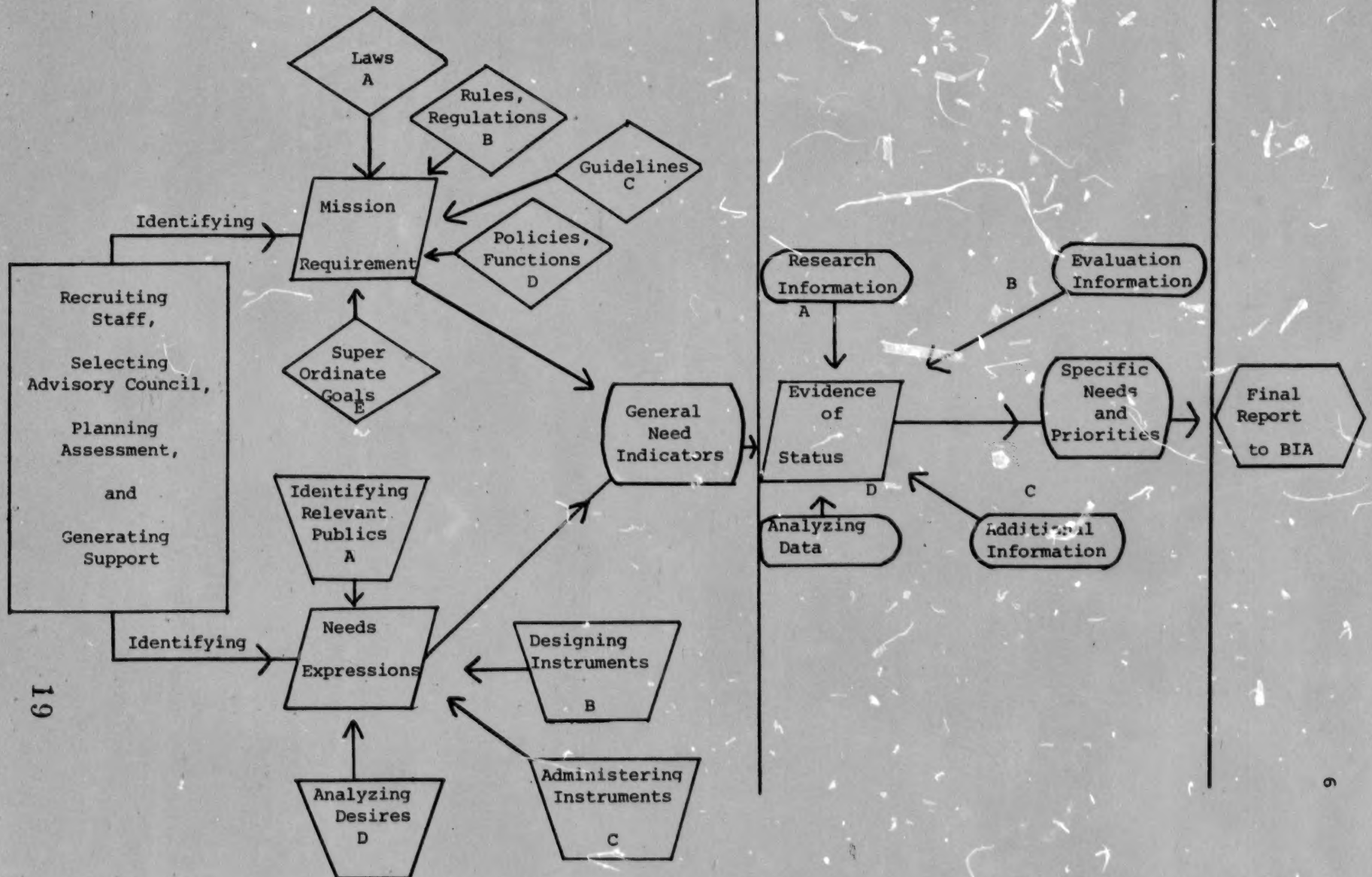

Figure 1: The Oklahoma State University Indian Education Needs Assessment Process

3. An instrument designed to determine the desires and needs as expressed by those most closely related to Indian education in the State was developed from both the literature and from current thinking in terms of relevant issues within and about Indian education in Oklahoma.
4. A sample of respondents was selected.
5. Instrumentation was administered and the responses were analyzed. Electronic data processing facilities at Oklahoma State University were used in conducting portions of this analysis.
6. An evidence of status with regard to the areas of Indian educational need as prescribed by the work requirements of the contract as well as those deemed appropriate to the conduct of both public and private education relative to Indian education in the State was gathered. A sample of school districts geographically representative of the Indian population in the State was administered evidence of status questionnaires.

The research for the IENAP was designed to cover both public schools and BIA schools in Oklahoma as well as other educational programs being conducted by and for Indian citizens in the state. A great deal of the public school information came from the annual reports of the State Department of Education and its Division of Vocational-Technical Education, from results of the individual school districts questionnaire administered to the sample schools of the project, and from other sources of existing data. A majority of the information regarding the BIA schools was generated and gathered at the Muskogee and Anadarko

Area Offices and, in some cases, through the individual Bureau schools resident to the state.

Literature and Research

A review of the literature and research was conducted. Purposes of this review were:

1. to identify relevant and current trends, issues and problems facing Indian education, particularly in the state of Oklahoma;
2. to develop a broad base from which a survey instrument could be derived; and
3. to provide the information necessary for describing present practices in Indian education in the state of Oklahoma.

The review of the literature and research involved documents from many sources: books; periodicals; journals; ERIC Clearinghouse materials; public documents and records made available by the Oklahoma State Department of Education and the U. S. Office of Education programs; and reports from the BIA Muskogee and Anadarko Area Offices and the BIA Office of Education Programs, Indian Education Resources Center. In addition, materials were gathered from Indian tribal units in the State, institutions of higher education, the Oklahoma State Regents for Higher Education, Offices of the Oklahoma State Department of Vocational and Technical Education and other appropriate and relevant sources.

Instrumentation

The data gathering instruments in this project were made up of two basic parts. Part I, the Educational Goals and Needs Survey, was designed to collect opinions from selected Indian and educational publics throughout the state with regard to their perception of the current status and needs of Indian education. These particular groups may be identified as the following:

1. BIA Advisory School Boards of Education
2. Title IV, Part A - Indian Education Parent Advisory Committee (PAC) Members
3. Johnson O'Malley (JOM) Community Indian Education Committee Members
4. Indian Teacher Aides and Indian Counselors
5. Indian Tribal Leaders
6. "Grassroots" Indian Citizens
7. Public Schools Administrators
8. Public Schools Teachers
9. Indian Students
10. BIA School Administrators and Staff

Part II, the Individual School District Questionnaire, consisted of four major sections designed to retrieve data relative to the current status of educational programs for Indian students in the public and BIA school areas with regard to Indian education. Each of these four sections dealt in some way with the Indian education needs categories as prescribed in the contractual work scope and served as a guide to the development and implementation of this needs assessment. Parallel forms of the Individual School District Questionnaire were

developed and administered to a sample of 32 public schools and all of the BIA school operations.

The Sample

Although specific sampling procedures will be detailed later in the report, respondents to the Part I survey instrument, Educational Goals and Needs Survey, were identified according to a random sampling procedure. A selected sample of grassroots Indian citizens was then chosen to represent both the rural and urban facets of the State's population. Indian tribal unit leaders were selected based on their current role as elected officials of the recognized tribes of the State. All of the Indian Education Advisory Committees, JOM, Title IV, and Bureau schools, were selected on a random sampling basis with the public school district or Bureau school utilized as the selection unit. Public school students, teachers, and administrators were selected based on their current status as employees or students in the sample schools previously referred to under the administration of the Individual School District Questionnaire.

Criteria for the selection of the sample schools was based on geographic representation and evidence of a JOM project currently in operation except in the Oklahoma City and Tulsa Public Schools where these criteria did not apply.

Limitations

Several limitations present themselves as inherent in the present study due to the nature of the investigation. They include the following:

1. The findings, based on the opinions expressed by selected publics previously mentioned and thus constituting newly-generated data, are limited to the views expressed by those selected groups who participated in this investigation during the summer and fall, 1975.
2. The issues and problems relevant to Indian education in Oklahoma are limited to topical coverage included on the Educational Goals and Needs Survey instrument utilized in this study. Many of the issues are of special and current interest to educational policy makers in the state of Oklahoma, the Bureau of Indian Affairs, and the Congress of the United States.
3. Limitations are incurred by the use of interview techniques and the potential validity and reliability problems inherent with such a mode of attitudinal data collection.
4. The findings, as a result of the utilization of the large variety of public documents and reports to determine evidence of current status of educational programs for Indians in Oklahoma, are limited to the extent that the data and information in those documents and reports are valid and reliable.

Why This Project is Important

The Oklahoma Indian Education Needs Assessment Project is important because it presents data that may hopefully suggest ways to improve Indian education. It attempts to synthesize data from institutions, schools, students, the State Department of Education, the higher educa-

tion system, the BIA school system, Indian Tribal Units, and from people themselves in a way that possibly has never been attempted. Hopefully this report will be useful in proposing alternative means for providing better educational programs for the Indian students residing in the state of Oklahoma and for improving patterns of delivering that education.

Organization of the Report

Volume I contains an introduction, an overview of the Indian Education Needs Assessment Project, a working definition of the commonly used terms throughout the study, limitations incurred by the nature and method of the investigation, major conclusions and recommendations of the study, and a selected bibliography.

Volume II contains a review and description of the questionnaire development, sampling processes, questionnaire administration, data analysis procedures, findings, and conclusions regarding Phase I of the IENAP.

Described in Volume III is the evidence of status with regard to Indian education currently existing in the state of Oklahoma. The particular facets of this volume encompass the common school system of Oklahoma (including Vocational-Technical Education and Adult Education as they are administered through the public school system structure), the Bureau of the Indian Affairs school system, the higher education system, the academic achievement of Oklahoma Indian students, the social-emotional development of Oklahoma Indian children, the economic conditions of Indian people in Oklahoma, and other federal programs.

Volume IV is an appendix containing additional tables, questionnaires, breakdowns of summary tables, etc.

CHAPTER II

SUMMARY OF PERCEPTIONS AND CURRENT STATUS

Introduction

This chapter of Volume I contains a summary of the perceptions of selected respondent groups relative to Indian education needs and programs, and the current status of those programs as required by the contract supporting this project.

Perceptions

Questionnaire Development

The first task in conducting a comprehensive educational needs assessment for the Oklahoma Indian population involved the development of a questionnaire, Educational Goals and Needs Survey (EGNS). The questionnaire was developed from selected items derived from an extensive review of the appropriate literature and discussions with Indian educators. The purpose of the EGNS questionnaire was two-fold: (1) to determine perceived educational goals for Oklahoma Indian students, and (2) to determine what types of educational programs were perceived as being needed for Indian students.

Sampling Process and

Questionnaire Administration

The EGNS questionnaire was administered to the following samples or groups:

1. Bureau of Indian Affairs Advisory School Board members. This group consisted of individuals who served on a BIA Advisory School Board during the 1974-75 academic year. From group meetings and a mail-out procedure, a total of 24 BIA Advisory School Board members responded to the EGNS questionnaire.
2. Title IV Parent Advisory Committe members. This group was defined as those individuals who served on a Title IV (Indian Education Act, Part A) Parent Advisory Committee during the 1974-75 academic year. Ninety-four of the 205 Parent Advisory Committees were invited to participate in the study. From group meetings and a mail-out procedure, a total of 85 Title IV Parent Advisory Committee members responded to the EGNS questionnaire.
3. Johnson-O'Malley (JOM) Community Indian Education Committees. This group was defined as those individuals who served on a JOM Committee during the 1974-75 academic year. Eighty of the 144 JOM committees were invited to participate in the present study. From group meetings and a mail-out procedure a total of 69 JOM committee members responded to the EGNS questionnaire.
4. Teacher Aides. This group was defined as those Indian Teacher Aides who served in the public schools during the 1974-75 academic year. Through a mail-out procedure, a total of 62

Indian teacher aides from the project sample schools responded to the EGNS questionnaire.

5. Tribal Leaders. This group was defined as those individuals who served in an administrative capacity for an Oklahoma Indian tribe during the 1975 fiscal year. From group meetings and a mail-out procedure, a total of 66 tribal leaders responded to the EGNS questionnaire.

6. Grassroots Indians. This group consisted of those Oklahoma Indians who were not directly involved with any type of educational committee or tribal organization during the 1975 fiscal year. Trained interviewers administered the EGNS questionnaire on a one-to-one basis in each of fourteen geographical areas of the state. A total of 646 grassroots Indians responded to the EGNS questionnaire.

7. Public School Administrators. This group consisted of superintendents and principals employed in the project sample schools. A total of 127 public school administrators responded to the EGNS questionnaire.

8. Public School Teachers. This group consisted of a sample of teachers employed in the project sample schools. A total of 310 teachers responded to the EGNS questionnaire.

9. Indian Students. This group was defined as those high school Indian students attending the project sample schools. A total of 162 Indian students responded to the EGNS questionnaire.

10. BIA Administration and Staff. This group was defined as those individuals who were employed in a teaching or administrative

capacity for the BIA schools and dormitories. A total of 56 BIA administrators and staff members responded to the EGNS questionnaire.

The perceptions of those respondents who indicated residence in an urban community in the state were also analyzed for this phase of the study. This involved selected members of the following respondent groups: (1) Teacher Aides, (2) Grassroots Indians, (3) Public School Administrators, (4) Public School Teachers, and (5) Indian Students. The findings related to these selected perceptions are interspersed throughout this summary section and in the narrative report.

Data Analysis

The completed usable Education Goals and Needs Survey (EGNS) questionnaires were computer-processed for speed and accuracy. Upon receipt of the questionnaire, the results were entered on a Conversational Programming System (CPS) terminal. The entered responses were then printed out and verified. Necessary corrections were then made and the data permanently stored on magnetic disks and tapes.

Educational Goals for Oklahoma Indian Students

The "goals" tables were compiled for the entire study population, and for each of the ten study groups. The respondent rankings of Educational Goals for Oklahoma Indian Students as shown in Table I were analyzed by weighting each response according to the rank assigned to it by the respondent. A rank of "1" or 1st was given a weight of 10, a rank of "2" or 2nd was given a weight of 9, and so on. The

weighted responses were then added and divided by the number of respondents separately for each of the eighteen stated goals. The results were then ranked from the top ranked goal to the tenth ranked goal for that group.

The extent to which goals were being met was assessed by assigning a scalar value of "1" for a response of Extremely Poor, "2" for a response of Poor, up to a value of "5" for a response of Too Much. These values were then summed and that sum divided by the number of respondents to give an arithmetic mean.

Table II summarizes the results of the goal ranking process for all ten identified populations. It is apparent that goal D (developing skills in reading, writing, speaking, and listening) ranked number one by eight of the ten groups. Thus, most respondents indicated that the teaching of basic cognitive skills (i.e., the three r's) should be the most important goal for Oklahoma Indian children. The students themselves, however, indicated that affective skills (i.e., developing self-respect and getting along with others) are more important than cognitive abilities. The sample of Title IV Parent Advisory Committee members also indicated that goal Q (developing good character and self-respect) was more important than goal D (developing skills in reading, writing, speaking, and listening). Goal D was also ranked number one by those respondents from each group who were categorized as being from urban communities. Finally, it should be pointed out that, with the exception of rank number one, the ten groups of respondents tended to vary in their opinion of which educational goals for Oklahoma Indian students should receive high priority.

Educational Program Needs of
Oklahoma Indian Students

The results of the responses to the Education Program Needs of Oklahoma Indian Students (Table III) were determined and displayed by assigning numerical values to responses on a scale of one to five, with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. Arithmetic means and universe standard deviations were computed for combined data and displayed as numerical data. On a bar graph, they centered on a value of three or neutral. A mean response in the "agree" direction produced a bar to the right while a mean response in the disagree direction produced a bar to the left.

In reviewing the top choices of each of the ten groups (Table IV), it becomes apparent that item six (need for trained counselors) was cited most often by six of the groups. The Indian students themselves cited this need more than any other group.

The two most important educational needs for Oklahoma Indian students, as perceived by the grassroots group, were a need for trained counselors (item six) and follow-up programs for drop-outs (item thirty). The two most important educational needs for Oklahoma Indian students, as perceived by the public school administrator group, centered around skill training (item eleven) and vocational-technical education (item 38).

The group of Indian teacher aides identified the need for more classes in Indian culture and history as being the most important educational need for Oklahoma Indian children. The Title IV respondents indicated that the most critical issue was the need to train teachers and other school personnel about the special needs of Indian students. The group of BIA administrators and staff members felt that

the most important need was that of special classes in reading and writing for those Indian students with English language problems. There was much variability in the educational need which was ranked number one by those respondents from each group who were categorized as being from urban communities.

In terms of how well each group perceived the schools as meeting their respective most important educational needs for Indian students, there was much variability. Generally, those groups which were composed primarily of Indians tended to rate the current school programs' effectiveness in meeting their respective most important educational needs for Oklahoma Indian students lower than did those groups composed primarily of non-Indians.

Additional Educational Goals and Needs

Each respondent was given an opportunity to respond in an open-ended manner to indicate their expressions of Indian education goals and needs. The responses to these questions were classified into 11 categories (Table V) and the categories were then ranked according to their frequency of appearance. This was done for each group and for all groups combined.

Summarized in Table VI are the educational needs for Oklahoma Indian students as perceived by each of the ten sampled groups and expressed through written or open-ended comments. It is evident that category three (more guidance and counseling services and/or special programs for Indian students) was identified as being the most critical educational need for Oklahoma Indian students by nine of the ten groups

sampled. Category three was also ranked number one according to frequency by those respondents from each group who were categorized as being from urban communities.

Current Status

Common School Systems of Oklahoma

There were 455 independent and 173 dependent public school districts in the state of Oklahoma as of July 31, 1975. These districts enrolled some 625,800 students K-12 for an average daily attendance (A.D.A.) of 548,337 students.

Beginning with the 1973-74 school year, the public school districts of Oklahoma conducted the first phase of a state-mandated accountability program, this first phase dealt with the student needs assessment and involved community groups from all socioeconomic backgrounds, ethnic origin, employment, civic, governmental, church and business related walks of life.

Among the participants, minority groups were represented in proportion to the state population composition figures as follows:

State Composition	Accountability Involvement
Black - approximately 7%	Black - 8.50%
Indian - 4%	Indian - 14.1%
Spanish American - 1%	Spanish American - 2.2%
Caucasian - 88%	Caucasian - 73.70%

The major findings of that first phase of the statewide accountability program in 1973-74 were that the following ten needs exist for the public school system in order to help students achieve. An individual needs to:

1. Develop communication skills in reading, writing, listening and speaking;

2. Understand the importance of effective participation in fulfilling one's obligation to society;

3. Understand basic computational and mathematical concepts and apply the knowledge;

4. Assume personal responsibility for oneself and his actions;

5. Possess knowledge of and respect for oneself in relation to interest capabilities;

6. Develop a positive, realistic recognition and acceptance of oneself;

7. Possess spiritual, ethical and moral values that will provide sound guides for personal living;

8. Understand and respect the worth, dignity and rights of others;

9. Understand, respect and appreciate the importance of home, family, and community life and America's form of government;

10. Be aware of and practice desirable health habits.

Project Sample Schools. In order to sample the activity of the public schools in the state, particularly those districts conducting educational activities with and for Indian students, a sample of 32 public school districts was chosen for participation in the present study. The following general criteria were utilized to develop this project sample.

A. Evidence of a JOM Project, 1974-75 (this criteria did not apply to Oklahoma City and Tulsa Public Schools), and

B. Representativeness geographically of each of the major populations of the state where Indian people reside.

A total of 22 districts eventually participated in the present study. Administrators of the sample schools were asked to participate in the study by:

A. Completing an Individual School District Questionnaire (ISDQ) consisting of four sections of questions dealing with various aspects of the work requirement of this study;

B. Presenting existing academic achievement data;

C. Allowing and supporting the participation of selected samples of administrators, teachers, Indian teacher aides or counselors, and Indian students in the Educational Goals and Needs Survey (EGNS); and

D. Permitting and supporting the participation of Indian students in the administration of two self-concept (affective) instruments.

The findings relative to academic achievement, social-emotional development, and the EGNS are summarized elsewhere in this section. The results of the administration of the Individual School District Questionnaire (ISDQ) and appropriate parts of it are summarized intermittently throughout the public school section.

Population and Enrollment Data. Information was taken from four basic sources in an attempt to document the Indian enrollment currently (1974-75) found in the public schools of Oklahoma (Table VII). These sources included:

a. 1970 Census Bureau figures,

B. State Department of Education Student Profile Data Base,

C. JOM Student Enrollment Data Base, and

D. Title IV, Part A, Indian Education Office Student Data Profile.

Enrollment figures range from 13,707 Indian students as defined by JOM requirements (one-quarter of more degree Indian blood) to over 86,688 Indian students in the state's public schools as indicated by the Title IV, Part A data. Ranging somewhere between these are Census Bureau data projecting the potential current public school population of approximately 30,261 students to the Oklahoma State Department of

Education (SDE) Student Data Profile which shows 61,087 Indian students. Qualifying these findings, one must remember that the JOM enumeration is based on verified relationship to tribal rolls while the other data counts are based on self-identification within locally-devised enumeration techniques.

Professional Staff Profile. There were 32,861 professional personnel in the public schools of Oklahoma in 1974-75 ranging from superintendents to persons employed in federally reimbursed programs. The data indicates that there were 353 educators in the public schools who indicated Indian backgrounds and 117 of these people were elementary teachers while 71 were high school teachers. Only approximately 15 Indian persons were indicated as counselors out of 701 such professionals. In viewing the professional staff distribution of the project sample schools, only one school district appears to approach some parity in Indian staffing in relation to its student body distribution. Other districts fall significantly short in terms of the percentage of professional staff of Indian heritage in relationship to that proportion of the student body. In 10 of the 22 schools in the project sample, five of which show an Indian student body population at or above 15 percent, no professional staff of Indian relationship are indicated.

Bi-Lingual/Bi-Cultural Educational Programming. Of the 22 project sample schools responding to the Individual School District Questionnaire, 21 indicated that they conduct no specific program for Indian students in the area of bi-lingual/bi-cultural education. An identical number indicated no need for such a program. A variety of written responses were given in terms of current activity primarily dealing with printed,

audio-visual, and other kinds of related material in terms of bi-lingual/bi-cultural education in the public schools. Librarians and Indian teacher aides were also asked to respond to questions in this regard and responses tended to verify what administrators had indicated on the Individual School District Questionnaire with regard to the adequacy and scope of literature and materials relating specifically to bi-cultural opportunities (i.e., it is fairly adequate and relevant).

School Holding Power. Few definable statistics of any comparable base are kept on school holding power situations in the public schools in Oklahoma. One attempt in this regard has been made by the Indian Education Section of the State Department of Education in reporting on Johnson-O'Malley enrollments. These data show that there is a distinct reduction in the number of Indian students at the 12th grade level compared with the upper elementary and pre-high school age youngster. The project sample schools indicated that of 352 Indian students who dropped out or left school during the 1974-75 school year, 266 (76 percent) requested transcripts indicating the potential of transferring to another educational institution. These data would seem to indicate one possible trend: these students are not necessarily dropping out, but are simply moving within the system. These data would also indicate a drop-out rate of approximately 24 percent.

Finally, in studying the State Department of Education Student Profile Base, one notes a trend in that the enrollment of Indian students peaks in the middle and upper middle school years in absolute numbers and in percentage of total population. Then it begins to decline quite drastically at the secondary grade level until at the 12th grade level

the Indian student body population is some 8.5 percent of the total whereas at the 6th grade level it is 11.6 percent of the total school enrollment. Caution is suggested in reviewing and analyzing these data in that these are not the result of a longitudinal study following one cohort group through matriculation over several years but rather are the result of one year in the history of student enrollment in the Oklahoma public school system.

School Facilities. A 1969 study of Oklahoma facilities indicates that from 15 to 25 percent of the students in Oklahoma attend schools in classrooms with inadequate physical facilities. Administrators in the project sample schools were questioned as to facility needs for schools where a majority of Indian students in the district attended. General site characteristics at the sample schools that were to be evaluated included:

A. Site (Size and Accessibility)

B. Building Structure

C. Administrative Space

D. Instructional Space

E. Special Areas

F. General Service Areas

G. Heating, Ventilation, Air Conditioning

H. Lighting

I. Fire Protection

J. Water Supply and Sanitary Facilities

Most of the respondents tended to rate their school buildings from good to excellent and very few rated them poor to unsatisfactory.

Johnson-O'Malley (JOM) Programs. The JOM Program in Oklahoma has been administered continuously since 1948 by the State Department of Education through a contract with the Bureau of Indian Affairs. On July 1, 1974, the Anadarko Office of the BIA began administering these programs directly with schools in Western Oklahoma, while the Indian Education Section of the State Department of Education continued this process with schools in Eastern Oklahoma. Over the last five years, JOM funding in Oklahoma has remained at a fairly constant level. There has been no great increase or decrease in funds or in the number of school districts and students served. Major program activities of JOM funding have been aimed at the development and implementation of special supplemental programs for Indian students as well as the payment of certain parental cost items as determined by local Indian Education Committees which act as advisory bodies to local school administrators. In 1974-75, there were 143 JOM projects located in public schools in the state and a total of $1,752,487 or $127.85 per Indian student was expended. The major program activities under JOM funding include payment of salaries of teachers and/or a variety of paraprofessional aides, including teacher aides, home-school coordinators, health aides, counselors, and attendance coordinators. Specific program components have included reading enrichment and development, tutorial services, counselor assistance, art, and arts and crafts activities.

Title IV, Part A, Indian Education Act, 1972. The public schools of Oklahoma have participated in funding under Part A of Title IV of the Indian Education Act of 1972 since its inception in FY '74. The number of students served has increased each year, although the

number of participating school districts has fluctuated (i.e., 165 districts in FY '74, 205 districts in FY '75, and 167 districts in FY '76). There has been a phenomenal growth in Indian pupil enrollment as enumerated under the Title IV funding base, in that Oklahoma has evidenced the most dramatic increase in the numbers of students suggested as Indian of any state in the union.

Some concern has been expressed over the reduced number of district projects in Oklahoma. Utilizing national data, the major reason for reduced number of successful applications, which must be filed with the national Title IV, Part A Office, is that evidence of Indian parent involvement in the development and implementation of projects has been low. Again, using national information, the greatest number of Title IV, Part A projects nationwide, have been attempts to remediate curricular inadequacies, particularly in the area of Indian studies and culture. Secondarily, the emphasis has been on the personal and social adjustment of Indian students, while a third area concerned the remediation of inadequacies in appropriate library materials, supplies, and texts.

Other Federal Programs. One conservative estimate from the Department of Health, Education and Welfare (DHEW) is that over 40 programs administered by the U. S. Office of Education alone would have Indian students of school age as direct eligible participants. Thus, it becomes very difficult to capture the specific source and general flow of these funds as they move from the federal level to the state and local school district administrative level. Other federal programs of significance in which Indian students participate,

as members of student bodies in the public schools in the State of Oklahoma include:

A. Title I, ESEA: Oklahoma received over $18.5 million in Title I funds in FY '75 to fund 571 local projects. Total participants numbered 79,292 and project activity components ranged from remedial reading and math to learning center implications.

B. Title VII, ESAA: The major objectives of Title VII-ESAA were facilitation and elimination of minority group segregation and discrimination among students and faculty. Oklahoma received over $3.6 million in ESAA funds in FY '75. Several bi-lingual/bi-cultural educational topics were addressed through projects conducted within the support of these funds.

C. Public Law 874, Impact Aid: Enacted in 1950, funding comes to Oklahoma in the amount of nearly $12 million primarily for the operation and maintenance of school districts in those areas affected by federal activities. The extent to which Impact Aid, because of Indian lands or residency, is received by school districts in those areas affected by federal activities is unknown. It is believed that the major portion of this nearly $12 million comes to Oklahoma because of the state's (federal) military installations or because of the residency of various civil service employees residing in school districts.

D. Public Law 91-230, Title III, Adult Basic Education (ABE): In 1974-75, a total of 1,694 Indian people participated in

ABE programs at some 227 attendance sites throughout Oklahoma. The basic goal of ABE in Oklahoma is to provide opportunities for adults with less than an eighth grade education to continue their formal academic development in order to improve their level of personal achievement and gain more from life. A variety of goals were achieved by individuals participating in ABE in FY '75, although the specific achievements of Indian participants is unknown.

The dollar amounts which public schools in Oklahoma may attract because of Indian enrollment, both directly and indirectly, are depicted in Table VIII.

Vocational-Technical Education

Over the past 59 years vocational-technical education in Oklahoma has served as a means of educating and training individuals in the skills necessary for employment in a variety of areas. The original Vocational Education legislation providing for cooperation between the federal and state governments was approved in February, 1917, and was included in the Smith-Hughes Act.

During FY '75, the total number of persons trained in secondary, post-secondary, and adult vocational-technical education programs in Oklahoma was 132,235. The training was provided in 141 occupational areas through 428 high schools, 27 area vo-tech schools, 18 junior and community colleges, 3 technical institutes, and 1 residential school. As might be expected, the percentage of Indian students enrolled in secondary vocational programs is highly correlated with the size of the Indian population residing in the vicinity of those programs.

Definitions used in the vocational-technical section of this study fall into three main categories: people, programs, and facilities. Definitions for people include: disadvantaged, handicapped, and general. Programs are classified under elementary, secondary, post-secondary, adult preparatory (part-time study), and adult supplementary (part-time study). The types of vo-tech facilities available are defined as: comprehensive high schools, area vo-tech schools, manpower skills training centers, post-secondary training institutions, and technical institutes. Definitions are also given for training areas within the regular vo-tech programs offered in Oklahoma. These include Agriculture, Distributive Education, Health Occupations, Home Economics Education, Business and Office Education, Trade and Industrial Education, Cooperative Vocational Education (CVE), and Coordinated Vocational Education and Training (CVET).

A summary of enrollment trends from 1970-71 to 1974-75 in vocational education programs in Oklahoma is also included in the present study. A coordinated effort to increase vocational training opportunities at the secondary level in Oklahoma was undertaken in 1970, particularly through the CVE offering, in the hopes of trying to reverse the trend of school drop-outs. It is obvious from the 74 percent increase of Indian enrollment over the last five years that Indian students have particularly benefited from this program in Oklahoma. During the year 1974-75, the enrollment of all vocational-technical programs increased by 11,243 students with Indian students making up 20 percent of the total growth.

Completion data, as compiled by the Oklahoma State Department of Vocational and Technical Education, are included in the present study.

This particular student accounting system helped determine the status of individuals who terminated or completed training in a given vo-tech program. The five-year summary of state secondary completion data reveal that Indian students had a higher completion rate than non-Indians when completion was defined as graduating or leaving school and/or remaining in other coursework. However, this five-year data base also reveals that Indian students tend to drop-out of school and become employed in the field for which they are training more frequently than the non-Indian student. At the same time, Indian students reveal a greater tendency to transfer or drop-out and become status "unknown" than do non-Indian students.

Secondary follow-up data presented in the study use a coding system devised by the Oklahoma State Department of Vocational and Technical Education as a method of categorizing individuals after they leave vo-tech training programs. The findings here include the fact that the greater percentage of non-Indian trainees are working in occupations for which they are trained than Indian people. Also, "unemployed, seeking employment" coding shows that for each year (from 1970-71 through 1974-75) the percentage of Indians is higher than non-Indians. The follow-up data for agriculture education indicate that Indian students tend to complete the program but fail to use the skills learned in some phase of agriculture. This may be because of the high capital needed for land and equipment in order to become employed in agri-business concerns.

In summarizing by training program (e.g., agriculture education, distributive education, etc.) the follow-up data tend to reveal that Indian trainees: (1) utilize the vocational training in distributive

education or enter into new fields at the same rate as do the non-Indian students, (2) tend not to enter the field for which they are trained in health education with the relative frequency of non-Indian student, (3) tend to leave the training area of business and office education more often than non-Indians, (4) tend not to enroll or use their skills learned in trade and industry programs as much as non-Indians, but (5) tend to utilize their training more frequently than non-Indians in coordinated vo-tech training (e.g., general mechanical repair, general construction, home and community services, horticulture, etc.).

In post-secondary vo-tech programs throughout the state, general trend data reveal that Indian enrollments in post-secondary programs correlate highly to the Indian population within the vicinity of the college or technical institute. A complete breakdown of the types of programs, institutions, and enrollment by program for Indian population and total population is presented in this study.

Vocational-technical education financial data for the 1974-75 fiscal year are also included in the present study. State and federal funds in the amount of $11,551,277 were expended on vocational-technical education programs in the high schools and area schools of the state. Approximately 44 percent of this amount came from federal sources.

Bureau of Indian Affairs

School System

The Bureau of Indian Affairs operates two area offices in Oklahoma, the Muskogee Area Office serving Eastern Oklahoma and the

Anadarko Area Office serving Western Oklahoma. The three BIA dormitory schools and six BIA boarding schools located in Oklahoma are administered by these area offices. Ft. Sill Indian School, although it is a boarding school, also provides dormitory facilities for some students attending public school.

The educational operations being provided by the Oklahoma BIA boarding schools and dormitories are unique. They provide facilities for students 24 hours a day, 7 days a week, 52 weeks a year. Many of the students have problems adjusting academically and/or socially which results in a need for lower teacher-pupil ratio, special educational materials for use in remedial academic programs, and special psychological counseling. The BIA schools and dormitories also assume the financial responsibilities normally provided by the home or guardians. These include providing clothing, spending money, transportation fees, recreation, laundry, athletic equipment, meals, etc. The BIA schools and dormitories located in Oklahoma are also expected to provide facilities for community activities and non-academic programs for tribal organizations and Indian people.

The Muskogee and Anadarko BIA Area Offices reported that the majority of students attending BIA boarding schools and dormitories in Oklahoma are attending because of social problems and provide an alternative form of education for those Indian students unable to adjust to public school.

The total enrollment for BIA schools located in Oklahoma was 2,421 during FY '75 with the BIA boarding schools reporting 1,900 students enrolled and the dormitories 509. An additional 12 students attending public schools were housed at Ft. Sill Indian

School. Of the total number of students enrolled in Oklahoma BIA boarding schools and dormitories, 82 percent were from Oklahoma and 18 percent from other states. It is interesting to note that the trend toward decreasing enrollment in Oklahoma BIA schools seems to be stabilizing or slowing down considerably, based on enrollment figures from 1971 to 1975.

Information on bi-lingual and bi-cultural programs indicates that there are adequate bi-cultural programs, but bi-lingual programs are non-existent within the BIA school system in Oklahoma. Officials at a majority of the BIA boarding schools and dormitories feel there is no need for bi-lingual programs.

The qualifications of the professional teaching staff within the BIA boarding school system seem to be adequate. All teachers have degrees, with many of the teaching staff having advanced degrees and many years of teaching experience.

All of the Oklahoma BIA boarding schools and dormitories provide vocational and career counseling. There also seems to be adequate secondary vocational education available at the BIA boarding schools but, if not, the students have access to area vo-tech schools.

Within the Adult Education area, the greatest program need is preparation for the GED examination in both the Anadarko and Muskogee BIA areas. The contracting of Adult Education Learning Centers to the Indian tribes is also an important program in the Adult Education area.

In the construction area, there seems to be a great demand for new facilities throughout the Oklahoma Bureau of Indian Affairs school system. The frequency and consistency of requests for new BIA educational facilities in Oklahoma has been intensified over the last two years due to a low national priority.

Funding of the nine Oklahoma boarding schools and dormitories amounted to $7,828,579 in 1974-75. This does not include funds for summer programs, capital improvement, plant operation, ESEA Title III funds, and/or other reimbursables. In summary, no attempt is made in the present study to determine the cost of each educational service rendered by the Bureau of Indian Affairs.

Higher Education

During the 1974-75 academic year, 4,301 American Indian students were enrolled in all but two of the forty-one Oklahoma institutions of higher education accredited by the Oklahoma State Regents for Higher Education. With the exception of Bacone College, which has long been associated with Indian education in Oklahoma, the greatest number of Indian students in Oklahoma attended state rather than private institutions. Also, with the exception of Bacone, private institutions in the state offered few specific programs or services to meet the needs of Indian students. Some of the private institutions were unable to identify the Indian students enrolled at their schools other than those individuals receiving financial aid through the Bureau of Indian Affairs higher education offices.

The state higher education institutions reporting the largest percentages of Indian enrollment were those located near Indian populations. This includes Northeastern Oklahoma State A & M at Miami, Murray State College at Tishomingo, Northeastern Oklahoma State University at Tahlequah, University of Science and Arts and Chickasha, and Connors State Junior College at Warner.

State institutions reporting 200 or more Indian students include the University of Oklahoma at Norman, Oklahoma State University at Stillwater, Southeastern Oklahoma State University at Durant, East Central State University at Ada, and Oscar Rose Junior College in Midwest City, in addition to Northeastern Oklahoma State University.

The numbers of Indian students reported by both the state and private institutions per semester generally were somewhat larger than those of grant students reported by the Bureau of Indian Affairs offices. This discrepancy illustrates two possible measures of Indianness, both of which may be utilized to identify Indian students: (1) self-identification and (2) meeting the one-quarter or more blood quantum requirements of the Bureau of Indian Affairs. It must also be understood that there are some Indian students of one-quarter of more degree of Indian blood who are not receiving financial aid from the Bureau of Indian Affairs. Also, students attending schools in Oklahoma from other Bureau of Indian Affairs area offices were not included in the total number of grant students. This provides at least a minimal estimate of the number of Indian students attending higher education institutions in Oklahoma.

In addition, the tables on Bureau of Indian Affairs grant students by institution provide some insight into the schools Indian students in Oklahoma attend. A large number of grant students from the Muskogee Area Office attend state institutions in the Eastern half of the state, while many students from the Anadarko Area Office attend institutions in the Western part of the state. Institutions located in the central part of the state, including Oklahoma University, Oklahoma State University, Central State University, and Oscar Rose and South

Oklahoma City Junior Colleges, have students from both the Anadarko and Muskogee Area Offices.

With regard to programs available to Indian students at Oklahoma higher education institutions, Indian counselors and tutoring programs were predominant. With one exception, both of these services were funded at least in part through the Bureau of Indian Affairs. Other programs for Indian students at state institutions include Indian Studies, Bi-lingual Programs, Culture Centers and Museums, and Heritage Weeks.

Other Statewide Activities in Indian Education

A significant amount of educational programming is currently being provided in Oklahoma by organizations and agencies, primarily Indian tribal units. No attempt was made to "capture the universe" relative to these activities over the entire state, but the following summary is presented in order to illustrate the nature and scope of this programming.

Comprehensive Training and Employment Act of 1973 (CETA). Under Title III, section 302 of public law 93-203, Indian tribes and organizations in Oklahoma became eligible to act as prime sponsors for manpower programs funded by the U. S. Department of Labor. Fourteen programs were funded in Oklahoma during fiscal year 1975 for a total amount $6,584,494. About 23 percent of the total funding was allocated in FY '75 to classroom training. The average per client allocation was $1,283 for 1,177 Indian trainees. A total of 324 trainees received training in various clerical occupations, 184 in health related careers,

and 173 and 183 Indian clients received training in cosmetology and barbering, respectively, under the CETA funding in 1974-75.

Title IV, Indian Education Act, Part B and C. Tribal groups and Indian organizations may receive financial assistance for special education projects under Parts B and C of the Indian Education Act of 1972, Title IV, Public Law 92-318. In 1974-75, twelve projects were funded in Oklahoma under Part B for a total of $963,620. Most projects were training or enrichment programs in language and culture. One program was aimed at dropout prevention. Only two adult education programs were funded under Part C and both were sponsored by tribal groups for a total of $102,730 of funding.

Additional Programs. In 1974-75, a contract for $5,000 from the Tribal Government Development Program of the BIA conducted by the Ponca tribe dealt with such topics as organizational planning and development, and interpersonal communication processes. The Northcentral Inter-Tribal Health Council operated a series of health related programs for the six tribes located in the area--Kaw, Osage, Otoe, Pawnee, Ponca, and Tonkawa.

The Creek Nation sponsored a number of educational activities pursuant to contracts and grants through the Bureau of Indian Affairs and the Office of Native American programs (DHEW, Title IV, Part B of the Indian Education Act and Title III of CETA). Topics for skill training dealt with adult education and provided both individualized and classroom instruction for the GED, arts and crafts instruction, short-term instruction in technical and construction skills, and educational programs focused primarily on Indian children in rural schools

(providing counselors, various extracurricular activities and a licensed practical nurse for audio-visual testing of the children).

Academic Achievement

A brief review of the literature on academic achievement of the Indian student is given in this report and reveals that most recent studies conclude that American Indians of today have about the same innate equipment for learning as have the white children of America, even though standardized intelligence and achievement tests often indicate that the Indian student is somewhat inferior in the world of academia. The conclusion has been reached by some researchers that the poor academic achievement of Indians becomes more of a problem for the non-Indian than for the Irdian and calls for a program designed to increase the knowledge and understanding of the Indian by the non-Indian community.

Data were gathered in the present study from existing sources and tended to reveal the same trends with regard to the academic achievement of Indian students in Oklahoma schools, both public and boarding, as may be found in the myriad of research reports in the literature on the subject. Indian students tend to score below the class average on academic achievement tests relative to existing grade equivalent placement. In a 1970 study conducted by the Oklahoma State Department of Education, Indian students ranked intermediate between whites and blacks in all grades (4, 8, and 12). In a 1974 study conducted by the Oklahoma State Department of Education where learners were surveyed on a regional basis throughout the state, third and sixth grade students in the northwest and southcentral regions scored

highest on reading, math, and language arts skills. Twelfth grade students who scored highest were from the northeast and southwest. The greater number of Indian students, percentage-wise, are found in the northeast, southeast, and southcentral sections of the state according to the 1970 census of the population data.

According to a Johnson-O'Malley (JOM) evaluation of programs in eastern Oklahoma, 1974-75, three school districts were cited as gathering typical kinds of academic data on students (specifically Indian students) who were enrolled in the respective school districts. Indian students tended to score somewhat below the total cohort group on achievement testing data. In terms of nine week failing grades as an index of academic achievement, dormitory Indian students' number of failing grades per capita was significantly higher than public school Indian and non-Indian students.

Existing data on academic achievement of Indian students in Oklahoma was gathered from the project sample schools. Twelve schools out of the 22 participating districts submitted data for review by the present study. Project sample Indian students tended to score somewhat below the class average in reading and mathematics at both the middle and high school age years. However, Indian students did score higher in both reading and math at the 6.8 level of grade equivalent placement for the administration of academic achievement instruments. In reviewing the academic achievement as reported by two of the seven BIA schools, the average grade equivalent score reported in School A for reading was 6.48 and 6.95 for mathematics for the high school instructional program. In a second BIA school, the average grade equivalent reading score was 8.18 and math was 8.20 for the high

school age Indian student. One additional BIA school which presented standardized achievement data and school scores tended to show academic performance at least one and up to approximately 2½ grades below norm level in reading and math.

Social-Emotional Development of Oklahoma Indian Children

Two instruments were utilized in the present study to attempt to gain some view of the affective domain of Indian students. Subjects from the present study were selected from those students who were enrolled in a total of 26 Oklahoma schools, 22 public project sample schools and 4 BIA schools. A total of 824 students selected completed the short form of the Coopersmith Self-Esteem Inventory, which allows the respondent to give a subjective evaluation of himself, while 822 completed the Nowicki-Strickland Locus of Control Scale that purports to measure how much control one perceives himself as having over his environment. The number of respondents by grade and race was as follows:

	Grade Level			
	4th	8th	12th	Total
Indian	145	159	152	456
Non-Indian	119	141	108	368
TOTAL	264	300	260	824

Public Schools = 22
BIA Schools = 4

Finding No. 1: Based on results of the Coopersmith Self-Esteem Inventory, it was concluded that the Indian students were lower than non-Indian students in terms of self-esteem. This relationship was found at grades 4, 8, and 12.

Finding No. 2: From results of the Coopersmith Self-Esteem Inventory, it was concluded that Indians attending BIA boarding schools were lower than Indian students attending public schools in terms of self-esteem. This relationship was found at grade 12 only.

Finding No. 3: It was concluded that Indian students viewed themselves as having less control over their environment than did non-Indian students. This relationship was found for both males and females at grades 4, 8, and 12.

Economic Conditions

The economic conditions of Indians in Oklahoma, when compared with the non-Indian population is one of higher unemployment, lower per capita income, greater participation in public assistance programs, and lower quality housing. The report, therefore, focused on those four indicators: employment, income, public assistance, and housing.

Employment. Although employment statistics change rapidly in relationship to changes in the overall economy, the unemployment rate on Indian population reported in the 1970 census was 8.6 percent, which is over twice the total rate of unemployment reported for all races in Oklahoma. Performance statistics collected by the BIA report an even greater rate of unemployment, 25 percent, among Oklahoma Indians for 1971 through 1973. According to a study on Indian civil

rights issues done in 1974, Indian people employed in both government and private industry in Oklahoma fill lower paying, lower level positions as a group than their non-Indian counterparts.

Income. The 1970 census reported the mean income for Oklahoma Indian males 16 years and older was $4,162 and the median was $3,254. For females, the reported mean income was $2,353 and the median was $1,633. For the three Oklahoma urban areas reported in the 1970 census as standard metropolitan statistical areas (SMSA), the Indian per capita income ranged from $13,407 in Lawton to $2,160 in Oklahoma City and $2,329 in Tulsa.

Since a number of Oklahoma Indians derive income from renting their land for agricultural and other purposes, an effort was made to determine if Indian land rented at market prices. The conclusion was that Indian land rented below market rate in the past, but as land rental contracts were coming due, current market rates were being applied.

Public Assistance Programs. A total of 15,103 American Indians in Oklahoma were receiving public assistance or case work services as of January 13, 1973. This group comprised approximately 7.9 percent of all welfare recipients and were approximately 15.3 percent of all Indians residing in the state at that time. There also appeared to be a relationship between level of school attained and participation in public assistance programs by Oklahoma Indian people. Of the 6,899 Indian adults receiving public assistance or services for whom the level of school was reported in 1973, 54 percent had completed less than an 8th grade formal education. The median number of years of school completed for this group was 6. The 1970 census lists the

median number of years completed for the adult Indian population of Oklahoma to be 10.3.

Indian Housing. Indian housing does provide a large stream of economic benefits but not when compared with the total state population. A total of 58.7 percent of the Indian families reside in their own homes valued at an average of $8,100 according to the 1970 census. The median value of homes owned by Indians living in urban areas was $9,900 while the median value for rural homes owned by Indians was $5,000.

On the average, the economic service provided by Indian owner-occupied homes was 72.3 percent of the benefits provided by owner-occupied housing for all races in Oklahoma and thus it may be said that the quality of Indian-owned housing is apparently low in relation to the average value of an owned home for all races in Oklahoma.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The following section is provided to: (1) fulfill one of the original and major objectives of the present study which was to "present conclusions and recommendations relative to the current and projected educational needs of Oklahoma Indian children so that the extent of Federal, State, and private responsibility for their education can be determined," and (2) assist the interested reader of this report in arriving at conclusions as a result of studying the data and information presented in the study.

Conclusions

1. Increased scholarship funding and technical assistance in appropriately utilizing that money is needed by Indian students entering the higher education system of Oklahoma. Indian students qualify not only for BIA scholarship opportunties, but also opportunities such as Basic Educational Opportunity Grants (BEOG) through the Department of Health, Education, and Welfare (DHEW) and Indian students should be made aware of both of these programs. This is the primary responsibility of higher education institutions in the state through Admissions and Financial Aid Officers.

2. Only three of the twenty Area Vocational-Technical Schools are currently participating in Title IV (Part A) funding although all are eligible. This low participation rate may be due in part to the fact that a number of the area schools are newly emerging and developing programs and this has consumed a relatively large amount of time. Also, area schools work closely with the Oklahoma State Department of Vocational and Technical Education for state and federal funding of programs based primarily on the vocational and technical skill training needs of students and not the student's ethnic background.

3. Parental Cost Items (i.e., physical education clothing, supplies, and materials) continue to be desired and needed by Indian parents. This situation needs to be studied further in terms of coordination and administration of these funds.

4. Bureau Schools in Oklahoma are given low priority in funding for construction needs. It was beyond the scope of the present study to attempt to determine reasons for this trend.

5. Bureau school facilities are being utilized for a variety of activities above and beyond conventional instructional programs and dormitory services for the residential student body.

6. With regard to the formula and/or models for funding Indian education in the state, many different data bases currently exist, especially with regard to how the Indian student is identified and enumerated. This has led to confusion in the development of sound planning models for the improvement of Indian education.

7. There is a tremendous need for all actors (parents, education, Boards of Education, etc.) involved in the local Indian education process to be more aware and understand: (1) their own roles, rights, and responsibilities under the law, (2) the roles, rights and responsibilities of others, and (3) the proper interrelationship among those roles, rights, and responsibilities.

8. Clear articulation of rights and relationships is needed between all levels of the system, from federal to the smallest rural hamlet in the state, in regard to Indian education program administration.

9. The professional Indian educational staff members in Oklahoma public schools represent less than 1 percent of the total professional staff in the state, while the Indian student body ranges from 3 percent (one-quarter blood or more) to over 10 percent depending on which data or enumeration base is reported. Thus, there is a critical need for pre-service and in-service education of educational professional staff at all levels in the area of Indian education. A priority need within this category includes the training for counselors and para-professional aides, particularly in the education, culture, and background of the Indian student.

10. There are a few isolated instances of Indian involvement in professional skill training in adult education and higher education. Some specific examples include the Engineering programs at the University of Oklahoma, the Technology program at Oklahoma State University, and Pre-Service Teacher Training at Northeastern State University. The Indian involvement in professional school training (i.e., medicine, dentistry, law, veterinary medicine) in Oklahoma is practically nil. For this reason, there is a critical need for assistance in the recruitment and training of Indian people in the professions. Both parties need help in this matter. Professional schools need assistance in innovative and effective ways to recruit promising Indian scholars as professional school candidates and the

scholars need assistance in seeking out sources of financial assistance and help in coping with entry and admission to professional schools and professional careers of their choice.

11. The vocational-technical system in Oklahoma is strong and in the main, the Indian student is taking advantage of the opportunities it provides by participating in programs at conventional high schools or regional area vocational campuses.

12. Oklahoma Indian parents and citizens place top priority on basic skill development for their children (reading, writing, mathematics).

13. There is a need for multi-cultural awareness education in the public schools of the state.

14. Bureau school educators indicated no desire to add bi-lingual programs. Many of the bureau schools may be multi-lingual currently.

15. With regard to other areas of funding (e.g., Title IV, Parts B and C, Indian Education Act), Indian groups practically have complete control over the funding activities not operated through either Bureau or public schools, and are carrying out a variety of programs not provided by the schools. The biggest problem observed in this process is the lack of skilled administrative and management persons to direct such programs. Thus, there is a critical need for skill training in the areas of planning, administration, management, and evaluation for Indian officials who are conducting these programs.

16. Bureau schools of Oklahoma provide educational programs for a select clientele of Indian students. It may also be observed that the enrollments in Bureau schools continue to decline from year to year although this trend has stabilized over the last two years. It has been, and continues to be, the operating philosophy of the Bureau of Indian Affairs to direct the Indian students to public schools in the belief that the individual student remaining at home and in contact with his family is the most appropriate way of life for the Indian student. The Indian leadership in Oklahoma, however, adheres to a strong belief that the Federal government is obligated by treaty to maintain the Bureau school operation.

17. With the proliferation of programs for Indian education, there is an increasing need for significantly more meaningful evaluations of these programs. Parents, administrators, and representatives of funding agencies often disagree on the criteria used in evaluation because of differing goals and interests.

18. The academic achievement level of the public school Indian student in Oklahoma is lower than their respective class average but significantly higher than that of the dormitory Indian student.

19. The level of socio-emotional development of Indian students, as assessed by two measures of affective development in the present study, tends to be lower than non-Indian students.

Recommendations

1. There must be an increase in assistance and funding of Higher Education pursuits for individual Indian students.

2. There should be an increase for Adult Basic Education support for Indian people through the public school mechanism which currently seems to be working effectively.

3. Comparative models must be arrived at for the direct funding of Indian education in the state. All these models should be based on educational needs rather than head counts, minimum blood requirements, etc.

4. It is recommended that Parent Advisory Committees (PAC's) be encouraged to directly contract JOM funds currently allocated to public school boards of education for expenditures on supplemental special programs and parental costs. In addition, the following options should be made available to the PAC's:

   a. subcontract with local school boards of education for special programs, and

   b. combine into consortiums for implementation of the following areawide educational programs for Indian students:

      (1) counseling and guidance services

      (2) cultural enrichment related to the curriculum

5. A massive awareness campaign is needed in the public schools of Oklahoma with regard to Indian education programs, availability of funding, and rights and responsibilities of citizens pursuant to that funding.

6. The development of statewide teacher training institutes of Indian education awareness and culture at both the pre-service and in-service levels are recommended. The institutes should be developed under the umbrella of an Advisory Council with equal representation among representatives of the Indian community, the public school professional staffs, the teacher training staff of institutions of Higher Education, and professional personnel of the State Department of Education. It is recommended that federal money from the existing sources (Title IV, JOM, etc.) be the foundation funds to support these teacher institutes. These federal funds should be matched with state dollars at an appropriate ratio.

7. In light of the low percentage of Indian professional staff members, Indian persons and those interested in Indian education should be actively recruited and given highest priority for training in the institutes outlined above.

8. There is a need in the area of continuing education for Adult Indian people to develop skills in such areas as:

a. Agri-business Concerns,

b. Home Maintenance and Operation,

c. Land Development and Administration, and

d. Administration and Management Training.

It is recommended that these programs be carried out through agreements between tribal units and higher education institutions or agencies throughout the state that can provide short-term, highly specialized programs designed to meet the specific, desired needs of Indian participants. For the time being, it is recommended that Indian officials who are managing educational programs seek assistance in up-grading management and executive skills (i.e., planning, management, and evaluation) until a cadre of expertise can be developed "in house" for dealing with these problems.

9. Evaluations of Indian education programs must include significant input from the Indian community which is being served. These programs must be designed in a manner so that promising students receive training appropriate to their individual needs.

10. It is hereby recommended that a complete and comprehensive impact evaluation of the Bureau school educational operation be conducted. This impact study should include such topics for review as management systems, staffing, clientele served, programs offered, follow-up of graduates and withdrawals, and a host of other appropriate considerations.

11. It is recommended that any future construction funding for the Bureau schools in Oklahoma be used to remodel and develop existing facilities around the community education center concept. Thereby, Indian citizens of all ages could utilize the centers for a variety of activities including those of a vocational, avocational, recreational and educational nature.

TABLE I

LIST OF EDUCATIONAL GOALS FOR
OKLAHOMA INDIAN STUDENTS

A. Learn how to be a good citizen.

B. Learn how to respect and get along with people who think, dress, and act differently.

C. Learn about and try to understand the changes that take place in the world.

D. Develop skills in reading, writing, speaking and listening.

E. Understand and practice democratic ideas and ideals.

F. Learn how to examine and use information

G. Understand the practice the skills of family living.

H. Learn to respect and get along with people with whom we work and live.

I. Develop skills to enter a specific field of work.

J. Learn how to be a good manager of money, property and resources.

K. Develop a desire for learning now and in the future.

L. Learn how to use leisure time.

M. Practice and understand the ideas of health and safety.

N. Appreciate culture and beauty in the world.

O. Gain information needed to make job selections.

P. Develop pride in work and a feeling of self-worth.

Q. Develop good character and self-respect.

R. Gain a general education.

TABLE II

SUMMARY OF GROUP RANKING OF TEN MOST IMPORTANT EDUCATIONAL GOALS FOR OKLAHOMA INDIAN STUDENTS

Rank	BIA Advisory School Boards	Title IV Parent Advisory Committees	JOM Committees	Indian Teacher Aides & Indian Counselors	Tribal Leaders	Grassroots Indians	Public School Administrators	Public School Teachers	Indian Students	BIA Administrators & Staff
1.	D	Q	D	D	D	D	D	D	Q	D
2.	Q	D	A	P	Q	H	P	P	H	Q
3.	P	P	H	Q	P	A	Q	Q	D	H
4.	A	K	K	K	K	Q	A	H	P	K
5.	H	H	B	H	H	K	H	A	A	P
6.	K	B	Q	A	R	P	K	K	B	A
7.	B	A	P	R	I	I	B	R	K	R
8.	I	I	I	B	A	R	R	B	I	B
9.	F	R	J	I	F	C	I	J	R	I
10.	J	C	C	J	B	J	E	I	C	J

TABLE III

LIST OF EDUCATIONAL PROGRAM NEEDS
OF OKLAHOMA INDIAN STUDENTS

1. The school should include Indian values in their classes.
2. Testing and guidance for choosing a career should be given to Indian students in school.
3. There should be pre-school programs to meet the needs of Indian children.
4. The school should provide classes in Indian history and culture.
5. The school should include Indian heritage in art, history, social studies, sports and other classes.
6. The school should have trained counselors that Indian students can talk to about personal and social problems.
7. The school should provide Indian counselors for Indian students.
8. Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students.
9. The school should provide special classes in reading and writing for Indian students with English language problems.
10. The school should insure an opportunity for Indian children to study their own language(s) where possible.
11. The school should provide training to Indian students in skills that could be useful to the community as a whole (for example, farming or business skills).
12. Indian students should be able to work outside the school and receive school credit for the work.
13. The school should have only one plan of study for all students with no special programs or classes for Indian students.
14. Indian sports, clubs, and music should be a part of the school activities.
15. There should be Indian parent advisory groups to review all books and materials relating to Indian people.
16. The school should provide transportation for all school related activities.
17. Indian students should be included in a special minority group program.

TABLE III (cont.)

18. The school should allow Indian students to express their cultures through dress and hair style from day to day.

19. The school should provide adult education for Indians in the community.

20. The school should provide free lunches and breakfasts for only those Indian students who cannot supply their own.

21. The school should provide free lunches and breakfasts for all Indian students.

22. The school should provide books and supplies for Indian students who cannot supply their own.

23. Medical and dental examinations should be given to Indian students on a regular basis.

24. Indian students should be taught about their legal rights and their relationship to the federal government.

25. The school should provide a place for informal get-togethers for students.

26. Tutors should be provided for students who need help with their classes.

27. There should be a place in the school for Indian students to study and get help with their classes.

28. A community center outside of the school for Indian students to study and get help with their classes should be provided.

29. The school should allow Indian student input in developing programs which are meaningful and interesting to the students.

30. There should be a follow-up program for drop-outs to help them continue their education.

31. The school should have regular individual teacher/parent conferences to work on individual student problems.

32. Field trips to places of Indian interest should be available to all students

33. An opportunity for Indian students to earn money through part-time work while completing school should be provided.

34. An advisory board made up of members of the Indian community to oversee all educational programs that relate to Indian children should be formed.

TABLE III (cont.)

35. An Indian parent advisory board should be formed to oversee the costs and financing of programs related to Indian students.

36. The school should provide special classes for those Indian students having difficulty with arithmetic.

37. Representatives from the tribes should be consulted about the costs and operations of Indian education programs.

38. The school should provide vocational-technical education for those Indian students who want it.

39. School administrators should have total control over the appropriation of Indian educational funds.

40. Funding for Indian programs should be based on the number of Indian students regardless of financial need.

41. Funding for Indian programs should be based on actual financial needs of Indian students.

42. For Indian students, the school's primary goal should be the teaching of basic skills in reading, writing, and arithmetic.

43. Money appropriated under Indian education programs should be used only for Indian students.

TABLE IV

SUMMARY OF GROUP RANKING OF TEN MOST IMPORTANT EDUCATIONAL PROGRAM NEEDS FOR OKLAHOMA INDIAN STUDENTS

Rank	BIA Advisory School Boards	Title IV Parent Advisory Committees	JOM Committees	Indian Teacher Aides & Indian Counselors	Tribal Leaders	Grassroots Indians	Public School Administrators	Public School Teachers	Indian Students	BIA Administrator & Staff
1.	6	8	6	4	6	6	11	6	6	9
2.	8	6	30	6	2	30	38	2	24	8
3.	2	26	2	8	9	43	42	42	10	30
4.	9	30	9	30	8	22	6	11	26	6
5.	23	20	26	26	30	7	9	9	18	38
6.	5	24	7	22	19	24	2	38	33	3
7.	26	22	22	2	1	2	8	30	4	2
8.	7	43	8	5	26	8	30	31	5	31
9.	22	7	24	1	31	9	31	19	7	29
10.	3	18	38	18	34	10	19	3	30	19
11.	27		36	9	43		22			
12.	1				33					

TABLE V

CATEGORIES FOR RESPONSES IN OPEN ENDED SECTION

Category
1. Facilities
2. Funds
3. Guidance and Counseling and/or Special Programs for Indian Students
4. More Adult and Vo-Tech Programs
5. More School Personnel that are Indian
6. Better Understanding of Special Educational Needs of Indian Students by School Personnel
7. More Bi-lingual or Bi-cultural Programs
8. More Pre-School Programs
9. Better Communication
10. More Scholarships for Indian Students
11. No Separate Programs for Indians

TABLE VI

SUMMARY OF ADDITIONAL EDUCATIONAL GOALS AND NEEDS
FOR OKLAHOMA INDIAN STUDENTS AS
IDENTIFIED BY ALL TEN GROUPS

Rank	BIA Advisory School Boards	Title IV Parent Advisory Committees	JOM Committees	Indian Teacher Aides & Indian Counselors	Tribal Leaders	Grassroots Indians	Public School Administrators	Public School Teachers	Indian Students	BIA Administrators & Staff
1.	3	3	6	3	3	3	3	3	3	3
2.	6	5	3	7	6	6	11	11	6	7
3.	7	9	2	6	9	7	7	9	10	9
4.	4	6	7	5	7	5	9	7	7	4
5.	1	4	9	1	2	9	6	6	5	6
6.	10	7	1	11	10	2	4	8	9	11
7.	5	2	5	2	4	4	8	4	2	5
8.	9	1	4	4	5	1	10	10	4	1
9.	2	8	10	9	1	10	5	5	1	2
10.	11	10	11	8	11	8	1	2	11	8
11.	8	11	8	10	8	11	2	10	8	10

TABLE VII

SCHOOL AGE (K-12) INDIAN POPULATION IN OKLAHOMA,
1974-75

JOM	1970 Census Bureau	SDE	Title IV-Part A, IEA
13,707	30,261	61,087*	86,688

*Compiled Fall Quarter, 1975

TABLE VIII

COMPARISON OF SCHOOL REVENUE FOR PARTICIPATING PROJECT SAMPLE SCHOOLS
1974-75

School District and County	Enrollment Total	Enrollment Indian*	Per Capita Eval.	Local & County Aid	State Aid	Federal Aid JOM	Federal Aid Title IV IEA	Federal Aid Title I ESEA	Federal Aid Other Fed. Aid	Federal Aid Total	Total Revenue
Stillwell (Adair)	1407	378	2101	141889	833112	33168	-	65614	184772	283572	1258573
Harmony (Atoka)	202	29	2887	22235	102881	3600	6769	24626	-	34995	154592
Bennington (Bryan)	323	65	6378	57700	135614	8252	-	18906	12172	39330	232644
Anadarko (Caddo)	2375	652	11221	890820	713723	-	91338	105885	380847	578070	2182613
Tahlequah (Cherokee)	3248	549	3292	369804	1678513	50000	101363	94662	153902	399927	2448244
Cache (Comanche)	739	193	4123	104131	367035	-	14566	34640	49483	98689	569856
Walters (Cotton)	892	126	6330	203275	355492	-	17137	42143	35374	94654	653421
Ketchum (Craig)	481	61	7567	148289	211728	7000	28361	21460	16428	73249	433266
Gypsy (Creek)	89	19	16681	50885	31300	2600	-	507	2541	5648	87833
Hammon (Custer)	282	87	14385	136683	103470	-	6084	28709	30672	65465	305618
Jay (Delaware)	1667	391	3889	229841	808450	41765	33074	85036	85962	245837	1284128
Holdenville (Hughes)	1358	206	5617	298491	622519	25330	16108	119544	22861	183843	1104853
Kingfisher (Kingfisher)	1315	102	10125	454314	560803	-	8483	37203	47291	92905	1108022
Hobart (Kiowa)	1159	70	7344	323475	275202	-	7026	55198	62888	125112	845623
Buffalo Valley (Latimer)	336	43	4769	52829	156982	4765	-	10750	4335	19760	229571
Fairfax (Osage)	510	.81	8040	178523	299939	9400	17479	17732	14121	58732	537194
Pawnee (Pawnee)	882	157	8376	275841	351860	-	25619	39961	60266	125846	753548
Byng (Pontotoc)	1524	267	4558	229784	785810	32000	70946	47453	78364	228763	1224358
Wewoka (Seminole)	1351	171	4600	210782	590081	19000	15680	66213	80711	181769	982542
Tulsa (Tulsa)	70245	3392	13754	32190028	19034741	-	239656	1794196	2120567	4154421	55379190
Oklahoma City (Oklahoma)	58169	2672	12512	21107878	16485407	-	219349	2602345	2597720	5419414	43012669

*Title IV - Part A Enrollment

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